DOCUMENT RESUME

ED 228 675 CS 504 175

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TITLE Moving through the Organization: A Field Study Assessment of the Patron System.
PUB DATE May 83
NOTE 39p.; Paper presented at the Annual Meeting of the International Communication Association (Dallas, TX, May 26-30, 1983).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Behavior Patterns; *Communication Research; *Females; *Interpersonal Communication; Job Satisfaction; *Mentors; Occupational Surveys; *Organizational Communication; *Promotion (Occupational)

ABSTRACT

A study examined the communication patterns of the mentor-protege relationship and its impact on the organizational advancement of women. In-depth interviews were conducted with 30 women representing two broad job classifications--professional (those in business for themselves) and corporate/organizational (those who were part of some business hierarchy). The subjects were classified as either senior, middle, or entry-level personnel. Each subject was asked to identify people who had influenced her career. The women's career success was measured by an "organization movement ratio" based on career moves and length of employment. Data were used to form profiles of mentors and proteges, to identify communication traits, and create "relationship themes." Results showed that there were clear differences in the ways in which the subjects identified mentors, with women in senior positions identifying internal supervisors more frequently than external friends or relatives as mentors. All subjects readily recognized individuals who had had a great influence on their careers. Data also showed that women were successful at moving rapidly into middle level positions, but took much longer to move into senior level positions. The mentoring relationship seemed to be an example of the cost-reward system. (A copy of the interview form is appended.) (FL)

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MOVING THROUGH THE ORGANIZATION: A FIELD STUDY ASSESSMENT OF THE PATRON SYSTEM

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Presented at the Organizational Communication Division of the International Communication Association, May, 1983.

CS 504 175

Moving Through the Organization: A Field Study Assessment of the Patron System

Organizations are just now beginning to pay close attention to the relationships developing between more experienced employees and their subordinates. These relationships are often credited with adding to the success and satisfaction of an individual's work life. Previous literature on mentors has been largely antidotial. The few research studies that have been completed have failed to focus on the communication behaviors of the individuals involved in these unique relationships and most have focused on male proteges.

In-depth interviews were conducted with 30 women representing two broad job classifications of professional and corporate/organization. Professional women were not a part of an organized hierarchy but were "in business for themselves" (i.e. doctors, lawyers). Corporate/organizational women were individuals who are a part of some organized hierarchy either in private industry, financial institutions, social service, or administration. Each interview took from 1½ hours to 2 hours in length. Three organizational levels were also identified as senior, middle, or entry. A measure of corporate/organizational individuals' career success was determined by creating an "organizational meovement ratio" based on career moves and length of employment. Profiles of mentors and proteges were developed across all divisions of subjects, communication traits were identified, and relationship themes were discussed.Communication models were applied to the results of the field study.

Moving Through the Organization: A Field Study Assessment of the Patron System

Ever since the Greek poet Homer's "faithful and wise" Mentor first advised Odysseus, wise men have counseled, coached, and taught the young. When Odysseus was away from home for many years, he entrusted his son, Telemachus, to his friend and advisor, Mentor. While Odysseus was gone, Mentor served as guardian, teacher, and father figure to his young protege. Since those ancient times there have been mentors and proteges in virtually every discipline and career area. Only recently have researchers recognized the critical role mentors play in the development of organizational leaders. Levinson (1973) discusses the importance of mentors and mentoring during an adult's development. He indicates that often these important relationships occur in the work setting.

Organizations are just now beginning to pay close attention to the relationships developing between more experienced employees and their subordinates. These relationships are often credited with adding to the success and satisfaction of an individual's work life. Estler (1977) has identified three critical factors that contribute to individuals being screened out of high level managerial positions: competence, compatibility, and mentorship. Sheehy (1976) and Henning and Jardin (1977) have explored some of the dynamics of female

proteges with male mentors and Epstein (1971), Lorber (1975), Collins and Scott (1978), Edson (1980), and Hall (1966) have described how this patron system operates within a professional discipline.

In one of the latest studies, Roche (1979) surveyed 1,250 top executives mentioned in the "Who's News" column of the Wall Street Journal on their use of mentors and the impact on their careers. While this study did examine the mentor/protege relationship in terms of its effect on these executives' careers, what it, as well as other studies, did not examine is the various communication behaviors exhibited by these individuals while the relationship was developing and later terminating. Nor did it focus on female executives since less than one percent of the total sample size was female. The present study intends to focus on the communication behaviors of this unique interpersonal communication relationship and its impact on the organizational advancement of women. The research questions of interest include:

How prevalent are these relationships within organizations?

What is a profile of the mentors and proteges as described by female organizational mentors?

How do proteges describe their mentors' behaviors and communication style?

What themes emerge during the course of these relationships that would help us to understand the nature and intensity of the relationship?

Are there differences in the way mentors are used by professional vs. corporate/organizational women and between organizational levels?

Mentors are defined by Schmidt (1980) as "colleagues and supervisors who actively provide guidance, support and opportunities for the protege. The functions of the mentor consist of acting as a role model, a consultant/advisor and a sponsor" (p. 45). Other terms have also been used as labels for the mentor and protege roles. The mentor has been called the old boy or old girl, the godfather, the coach, the teacher or the master (as found in the master/apprenticeship system). The protege has commonly been called the boy, the son, the student, the underling, or the apprentice.

Some authors have attempted to develop their own classification scheme. For example, Josefowitz (1980) attempts to distinguish between a sponsor and a mentor. She defines a sponsor as "one who vouches for the suitability of a candidate for admission" and a mentor as "a wise and trusted teacher". A sponsor has a protege, "one who's welfare, training or career is promoted by an influential person". A mentor has an apprentice, "any beginner, a learner". She goes on to say that:

> The difference between sponsor and mentor is one of function. A mentor will teach you a skill or provide you with the knowledge necessary to perform an identifiable task. Mentoring is focused in the present. A mentor teaches you what you need to know

> now. A mentor may or may not be able to influence your career and need not have any particular clout in the organization. A sponsor may have very little to teach you about your job but can help your career by recommending you for special projects, by speaking for you, by taking you along on assignments. A sponsor focuses on your future and must have influence in the organization (p. 93).

Moore (1982b) has attempted to clarify the terminology by narrowing the focus of the term mentor. She conceptualizes it as "a form of adult socialization for professional level roles, especially leadership roles, in an organization" (p. 2). In another work by the same author she defined mentoring as "an intense, lasting, and professionally-centered relationship between two individuals in which the more experienced and powerful individual, the mentor, guides, advises, and assists in any number of ways the career of the less experienced, often younger, upwardly mobile protege" (1981, p. 52).

In a recent publication by Phillips-Jones (1982) the classification system for mentors is even more finite. She has developed nine "roles" for mentors including the following:

traditional mentors-older bosses who serve as protectors and parent figures

supportive bosses-anyone in a supervisory position but do not serve as a long-term protector and functions more as a coach

organization sponsors-a person in a position of power in the organization and has a say in deciding who will be among the chosen few promoted to the coveted higher ranks

professional career mentors-people one can hire to improve their career, like certified career counselors, agents, or personal managers

patrons-people who use their money or other material clout to launch an individual in their career. They may finance or support individuals while they learn their trade

invisible godparent-people who directly help others reach their career goals without them knowing it

peer strategizers-one's friends, peers, lovers, neighbors, co-workers and other acquaintances who help plan and implement another's career goals

unsuspecting hero role models-heroes culled from books, television, movies, and public life who have a strong influence over one's career

career favor doers-the person who dispenses a variety of career favors, often as "one shot deals" sometimes to dozens of proteges.

Shapiro (1978) discusses "role models" as the general classification for all types of mentors and indicates that role models' behaviors, personal styles, and specific attributes are emulated by others. This modeling behavior is a contributory factor in the construction of professional identity.

Although many writers identify the mentoring system as a necessary tool to gain employment and/or promotion in top-level management positions in business and education, it appears that little scientific research has been done on the system itself and almost none in the field of communication. Most of the research which is available has been studied from a sociological and psychological perspective during the 1950's and 1960's. It would be useful to evaluate whether women are or can develop a mentoring system which will effectively assist them in moving through the organization. More specifically, a close examination of the communication behaviors of both the mentor and the protege will help us understand this unique interpersonal relationship.

Conclusions from previous research attempting to assess the use made of mentors seems to indicate a significant impact on career development. Roche's (1979) study indicated that 2/3 of the respondents had a mentor and that the number of these relationships is growing. He also discovered that those who had mentors earned more money at a younger age and are happier with their career progress. Moore and Salimbene (1981) surveyed 35 male and female subjects who indicated that they had had a mentor relationship at some time during their careers. They found that the most common type of mentor was the superior/subordinate interaction. The protege was often groomed to take the place of the mentor in the organization. In fact, "most of the proteges had attached themselves to people who had the ability to provide special considerations

for their professional development" (p. 9). Anderson and Devanna (1981) found only one male among their population of 80 persons who had a female mentor and of the female subjects only 13% had female mentors. Females utilized the sponsor relationship as defined by Shapiro (1978) more frequently than males. And finally, in a recent study by Wiggins (1982) which examined the use of mentors by women only in middle management positions, the vast majority of subjects became involved in mentor relationships (85%) and most were established in the work environment. Note figure #2 for a summary of recent research results.

METHOD

In-depth interviews were conducted with 30 women representing a wide variety of disciplines and organizational levels. Each interview lasted from 1 1/2 to 2 hours with the authors serving as interviewers. Interviewers took extensive notes during the interview, transcribed notes immediately afterward, and then used a "cross checked validation method" of confirming the data by repeating the context of the interview with the first author. Probing questions were used to uncover major themes that existed throughout the interview and to identify communication characteristics that the interviewer had discussed with the subject.

The interviewers asked women to identify persons who had had "influence" on their careers-people who acted as "guides, sponsors, advocates, or trainers" for their career. The word

"mentor" was not mentioned due to the diversity of definitions available in current literature and the possible misunderstanding by the subjects. We wanted the subjects to identify all persons who had career influence and then we used the data to develop our own catagory scheme. Most questions were open ended with follow-up probs providing a richness of data that is not usually possible in more restricted data collections schemes (see the sample interview guide).

Two broad catagories of job classification were identified as: professional and corporate/organization. Professional women were women who were not a part of an organized hierarchy but were in "business for themselves", i.e. doctors, lawyers, and consultants. Corporate/organizational women were individuals who were a part of some organized hierarchy either in private industry, financial institutions, social service, or administration. Three organizational levels were also identified as senior, middle, and entry. "Senior level" positions were defined as positions in the organization where the individual was no more then two people away from the COE (i.e. a vice-president who reports to a senior vice-president who reports directly to the COE would be considered "senior level"). Middle level positions were those positions involving supervision of other managers (beyond hourly workers) and entry level was defined as non-managerial. The only adjustment was for individuals in educational instutitions. Entry level was defined as the first level of faculty rank (Assistant Professor and under), middle was

defined as mid range faculty rank (Associate Professor) and senior level was defined as top faculty rank (Full Professor). Only two individuals interviewed were a part of an educational organization. An equal number of doctors, lawyers, and consultants were interviewed in the professional catagory and women representing financial, manufacturing, social service, educational administration, health care, and psychological organizations were interviewed in the corporate/organizational catagory.

A measure of corporate/organizational individuals' career success was determined in the following way: women were asked to outline their job history and to indicate where moves were either "lateral", "one or more levels up", or "one or more levels down". An "organizational movement" ratio was determined for each individual that consisted of the number of upward moves divided by the number of years in the work force. Determining the career success for professional women could not be measured according to movement through the organization but rather by salary and number of years in the work force. Each individual's current salary was divided by the number of years in the work force and then compared to others in that category.

RESULTS

Mentors' Profiles

Table 1 presents the results of an analysis of the types of mentors used by subjects in both the professional and corporate/organizational categories as well as the three

career levels (entry, middle, and senior levels). The 30 subjects identified 89 mentors who had influenced their career in some measurable way. Corporate/organizational women used mentors with more frequency than professional women (an average of 2.7 mentors per professional woman and 3.2 mentors per corporate/organizational women), while senior level women used mentors least of the three organizational levels (entry level women identified 34% of the mentors for an average of 3.1 mentors per subject, middle level women identified 41% of all mentors for an average of 3.1 mentors per subject and senior level women identified only 23% of all mentors for an average of 2.1 mentors per subject). Across all categories male and female mentors were fairly evenly split (55% and 44% respectively) with the exception of the low frequency of usage of female mentors by senior level women (entry level subjects identified 40% of the female mentors, middle level subjects identified 45% of the female mentors and senior level subjects identified only 15% of the female mentors).

There were clear differences between the use of internal or external mentors (internal or external to the subjects' organization). Corporate/organizational subjects used more internal mentors than did professional women (62% and 54% respectively) and senior level women across both categories used far fewer external mentors (entry level identified 47% of the external mentors, middle level subjects identified 38% of the external mentors and senior level women only identified 14% of the external mentors).

Types of mentors in terms of interpersonal relationship with the protege varied across the two categories of subjects as well as across all three levels of subjects. Friends and relatives were used more frequently by professional women and by entry and middle level women than by senior women or corporate/organizational women (professional women identified 28% friends as mentors compared to 18% by corporate/organizational women and 17% relatives compared to 11% while entry level identified 45% friends and 41% relatives, middle level identified 40% friends and 41% relatives while senior level subjects identified only 15% friends and 16% relatives). Corporate/organizational subjects as well as senior level women across both categories were more likely to identify their immediate supervisor or division head as a mentor than other subject types (professional women identified 14% of the mentors as friends and corporate/organizational women identified 29%; entry level identified 38%, middle level identified 19% and senior level identified 42% of the supervisors mentioned as mentors; entry level subjects identified 20% of the division heads mentioned as mentors and middle level identified 10% of the division heads while senior level subjects identified 70% of the division heads as mentors).

Proteges' Profiles

The subjects were evenly distributed across the two categories of professional and corporate/organizational as

well as the three levels of entry, middle, and senior levels. They represented a wide variety of disciplines and organizations including private industry, financial institutions, social service, educational administration, doctors, lawyers, and consultants. They ranged in age from 26 to 57, and from having a high school education to a PhD. Their salary levels ranged from approximately $10,000 to $55,000. Subjects had been in the work force from 2 years to 42 years.

On an average they all viewed their mentor relationships as significantly important to their careers. Subjects were asked to rank the importance of each mentor relationship on a scale of 1-5 and the means were all above the middle range (from 3.5 and 4.5).

"Organizational Movement Ratios" were determined for all subjects by dividing the number of years in the work force by the number of upward moves in their career. The professional women's success ratios were quite similar (entry .33, middle .33 and senior .30) while the corporate/organizational success ratios were significantly different (entry .34, middle .27 and senior .40).

Communication traits

Each subject was asked to identify a critical communication incident with her mentor that had significant impact on the relationship and/or her career. They were asked to describe this particular interaction with the mentor in detail identifying the verbal and nonverbal behaviors that were

exhibited by their mentor. Many had such vivid critical incidents to recall that actual verbal messages exchanged were recalled. The following are examples of the types of communication behaviors identified by subjects:

- effective interpersonal skills: listening, reflective, non-judgemental
- trusting: takes protege into her/his confidence
- openess: non dogmatic-allows protege to argue without fear of losing trust in the relationship
- shares valuable organizational information that protege would not have otherwise
- gives verbal recognition and rewards for protege's achievements
- a sounding board for a new or controversial idea; gives counsel not opinions
- links protege with other influential members of the organization or profession
- verbally encourages protege to continue the relationship

In a more general sense, subjects described their mentors in the following ways:

- a good listner: empathic, supportive
- a risktaker: innovative, forward thinker, isn't afraid of failure
- vivacious personally; extroverted
- high level of activity: a doer
- high career aspirations for self and protege; visions are not limited, "be a doctor, not a nurse", "don't be a teacher, be a professor"

- usually shares similar career values of the protege
- first mentors usually teach proteges responsibility
- as a boss, some are drivers who motivate their proteges by challenging them to learn more or go beyond their own expectations
- usually is an information broker within his/her organization

Communication traits were not universal for all subjects-the type of communication style that worked as a motivator for one subject was in many cases quite different from the communication style of the mentor that acted as a motivator for another subject. While many described their mentors as using more the Rogerian approach with supportive behaviors exhibited frequently, others described authoritarian communication messages. Shapiro (1978) suggested that patron relationships that fall toward the mentor side of the continuum (or the individuals who have the power to assist proteges assume positions of responsibility) tend to be more "hierarchical and parental, more intense and exclusionary" while those that fall toward the "peer-pal" side of the continuum tend to be more egalitarian and peer related, less intense and exclusionary, and therefore more democratic" (p. 56).

Moore and Salimbene have described much of the behavior of the mentor as testing and evaluating the protege-the sense of being "pushed, pulled, and cajoled" into taking on new

assignments. It appears that some proteges see their mentors' communication behavior as "supporting from behind" while others see it as "pulling from ahead".

Themes

During the course of these interviews and as we examined the data carefully, we identified 10 themes that seemed to run throughout the mentoring relationships. Some of these themes are more prevalent than others and some are more constructive than others. We feel, however, that the following themes are a fair representation of the kinds of messages that have been sent in the mentoring relationships described in this study:

PARENTAL-by far the most prevalent theme described by proteges is a relationship similar to a father/daughter relationship where there is great respect for this "older and wiser" man who influences the women's life and career significantly. Interestingly, this parental relationship does not seem to exist in the female to female relationships-women do not tend to see their mentors in a "mother" role in this sample of subjects.

WHITE KNIGHT-many proteges describe their mentor as glowing terms as if he/she were above human error. Usually, there is a point in the relationship when the protege discovers that the mentor has made a "mistake" and at that point the "white knight falls off his horse". Their respect for the mentor is

not necessarily diminished but their "awe" of this individual is. One subject said, "I thought he had all the answers as first until I saw him caught short by one of this own managers once. This just made me realize how human he was."

MENTOR TO FRIEND TRANSFORMATION-a large number of mentoring relationships under go a change in the relationship from mentor/protege to friend/friend and vice verse. Often the mentor starts out as a person who sponsors the protege's entrance into an organization and then once the protege is firmly established this relationship which was built on "socialization" is no longer needed as a critical part of the protege's environment. Consequently, the two individuals change their relationship to friendship. This transformation can occur in the other direction, for example, one subject indicated that "We started out as friends but she moved more quickly than I through the organization and soon became my mentor".

THE BADGERING RELATIONSHIP-Some mentors activate their proteges' motivation by "badgering" their charges. This constant challenge and demand for excellence forces some to achieve more than they thought they could. One subject described this type of relationship when she said, "He pushed me into things-he delegated to the extreme and forced me into succeeding. I didn't dare let him down."

THE SEDUCTIVE MANIPULATOR-while the "badger" is fairly open in her/his efforts to push or shove the protege into positions of responsibility, the seductive manipulator does so without the protege really being aware of her/his activities on her behalf. The mentor merely places opportunities in the protege's path and indirectly points them out. In some ways it's the old "bait and switch" game. One subject described this type of interaction in the following way: "She used to offer me increased opportunities for visability in the corporation as if they had happened by chance. It was only later that I learned that these were all carefully planned for my benifit as well as hers. I didn't really know that I was being prepared for a managerial position until my replacement had already been trained by me!" While we had no examples of sexual harassment in this sample, this type of interaction could be conducive to it.

THE HUMBLE/GUILT TRIP-often subjects identified their feeling of guilt whenever they let their mentor down by not performing to her/his standards or expectations. The theme of "you can be more than you are" was repeated over and over so that to fail that mandate was to admit that you were only as good as your mentor originally found you. "I felt terrible when the first long report I had done under his guidance was not successful. It was as if he had failed too and it was my fault" is typical of this interaction.

THE KING/QUEEN-describes an interaction with the protege that is very dictatorial and authoritarian. Here the interaction is more one of action by decree. "He manipulated me-I ended up watching his kids for him and even became the go-between for he and his wife." In this situation the protege is told how they should go about the business of becomming successful.

THE SELF-PROMOTER-is a mentor who clearly sees advantages to surrounding herself/himself with some of the "best and the brightest". In this case the mentor sees the advantage of having successful people he/she has mentored. In one case, a women described a male mentor who was extremely negative toward professional women with the exception of his female proteges. In those instances he clearly saw the advantage of working with the best, "even if they were female".

CHEERLEADING-many proteges described their mentors as individuals who either "watched from the sidelines" or "followed from behind" encouraging and cheering them on as they continued to advance. "She told me I could do anything-he inspired me-I always could turn to him for encouragement even when we were no longer in the same discipline" as examples of this type of interaction. In a "cheerleading" relationship the mentor seems to derive pleasure in watching the success of the protege.

GROOMING-mentors who are in positions of power and have the ability to move a protege into a higher position of responsibility often are seen as "grooming" their protege for a particular position. A number of subjects indicated that they thought their mentor had groomed them for special assignments-in many cases had groomed them for the mentor's job so that he/she was able to move up.

Overwhelmingly, women saw their mentor relationships as positive and viewed them with great nostalgia. Even when some of the more negative themes were developed women saw these relationships as useful to their careers. There was a certain percentage of subjects who had had some experiences they saw as being used and manipulated. In all cases, the termination or even some change in the relationship, was difficult to manage.

TERMINATION OF MENTORING RELATIONSHIP

Many of the mentoring relationships described by these subjects are still on-going, some for as long as 10-15 years. Others have gone through normal terminations due to one or the other persons in the relationship moving from the area, moving out of the organization, or moving out of the discipline all together and they are no longer in close contact. The most difficult change has been when the nature of the relationship is influenced somehow and one or both individuals has a difficult time accepting their new role.

Swensen (1973) describes inter-role conflict as occurring "when one role a person is playing comes into conflict with another, different role he is playing" (p. 393). A mentor who is an immediate supervisor, for example, might have a difficult time managing a personal relationship with his/her protege.

Many proteges described the difficulty they had in "breaking away" from a mentor who was still seeing them in the role they played in their initial interactions. Several mentioned teachers who still saw them as students. One said, "I am now 40 years old and am a peer and colleague to one of my mentors but she still insists on introducing me as one of her former students. I have never been able to change her perception of me as one who is basically still 'learning the ropes'".

When the advise of the mentor is no longer needed it is particularly difficult for the mentor to accept this change in relationship. Even after the mentor-protege relationship ends there is still likely to be great loyalty in the once strongly committed relationship between two previous partners, unless there is a serious falling out between the two. According to the norm of reciprocity, two demands are expected in relationships. These suggest that: 1) one helps those from whom he receives help; and 2) one does not injure those who have helped him (Swensen, 1973).

DISCUSSION AND CONCLUSIONS

In this sample, which represented a wide variety of disciplines and levels of professional and corporate/organizational women, there were clearly differences in the ways in which mentors were identified. Women in senior level positions identified internal supervisors more frequently than external friends or relatives as mentors. In all cases these women readily recognized individuals who had had great influence on their careers. It would appear that based on the "success ratio" women are rather successful at moving rapidly into middle level positions but take much longer to move into senior level positions as defined in this study.

Some of the themes uncovered during this analysis would suggest that the mentoring relationship is an excellent example of the cost/reward system outlined by Thibaut and Kelley (1959). Certainly, many mentors are well aware of the disadvantages of "grooming" a protege including the excessive time and energy commitments which may very well prevent the mentor from engaging in her/his own professional activities. It would seem then that the interaction would continue only as long as the "experienced consequences are found to meet the standards of acceptability that both individuals develop by virture of their experience with other relationships" (p. 33).

Some of the difficulty with terminating or re-defining the mentoring relationship discussed earlier may have to do with the way in which mentors and proteges are selected. Homans'

(1961) theory of interpersonal attraction and propinquity, defined as physical proximity and association, suggests that these mentoring relationships are probably established as a factor of availability as much as attraction. We chose to interact with those who are most like ourselves and who are closest to ourselves. In this sense, it is likely that the theme that emerges during the mentorship is one both the mentor and the protege would support and encourage. Therefore, when that theme begins to change (i.e. from "Father/Daughter" to "Colleagues") both individuals may have difficulty accepting and promoting the new relationship definition.

Most of the mentoring relationships seem to fit Watzlawick, Beavin, and Jackson's (1967) definion of the "complementary" relationship. Other relationships which are generally accepted as complementary are those of the teacher-student, supervisor-subordinate, and parent-child. In reviewing the perceived roles of the mentor, that of role model, advisor/consultant, and sponsor, it appears that they carry with them many of the same functions as the dominant role of teacher, supervisor, parent. Likewise, the same appears true of the protege and the submissive role of the student, subordinate, and child.

Knapp's (1978) stages of relationship development provide an interesting model for examining the mentoring relationship. While most relationships normally go through several preliminary stages prior to some form of declaration of

commitment (i.e. initiating, experimenting, intensifying, and integrating) the mentor relationship seems to skip several preliminary stages and go from initiating to integrating. In this situation one person is consciously selecting the other (and it varies between the mentor and the protege being the one who is doing the selecting) and for a period of time conducts a one side evaluation of the relationship. Once the initiator has decided to enter into a mentoring relationship with the other then a process of "courting" begins. This "courtship" is sometimes shortcircuited when the mentor is in a supervisory role. The protege and mentor are already in a formal relationship that requires that they interact and have mutual influence over one another. At the same time, because of this formal reporting relationship, the terminating stages do not progress normally (i.e. differentiating, circumscribing, stagnating, avoiding and terminating). Some of these stages are not possible and are inappropiate for a mentoring relationship. Since there do not seem to be appropiate ways in which to change these relationships within the confines of the more formal relationships, many pairs are left with unresolved relationship changes.

The communication behaviors exhibited during a mentoring relationship are predictors of the success with which a mentor can have influence on the protege's career. Communication scholars and organizational specialists alike need to be aware of the potential impact mentoring can have on the development of organizational leaders.

Josefowitz (1980) has said,

Very few people ever make it alone. We all need someone to lead the way, to show us the ropes, to tell us the norms, to encourage, support, and make it a little easier for us. Who are these people who will do that and where do we find them?

This study has attempted to begin to answer those questions with a focus on both communication behaviors and female proteges. While most authors recognize the importance of mentors to both men and women, not many recognize the fact that women acted as mentors long before men. Most of us are familar with the story of Odysseus and his friend and advisor, Mentor,discussed at the beginning of this paper.
Not many of us, however,are aware that Mentor was really Athena, goddess of wisdom and the arts, who disguised herself as Mentor and appeared in his stead. Future research questions may well focus on differences between female to female mentoring relationships and male to male mentoring relationships as well as cross-sexed pairs. Are there differences between the way in which males and females mentor proteges? With a more equal number of women in middle and top level postions in organizations it is more likely that they will begin again to serve in the mentor role.

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TABLE I

Professional and Corporate/Organizational Womens' Use of Mentors

Mentor Characteristics	Professional Women N=5 Entry	Professional Women N=4 Middle	Professional Women N=4 Senior	Corporate/Organizational Women N=5 Entry	Corporate/Organizational Women N=6 Middle	Corporate/Organizational Women N=6 Senior	Totals N=30
Six of Mentor							
Male Mentors	4% (2)	18% (9)	16% (8)	27% (13)	20% (10)	14% (7)	49
Female Mentors	10% (4)	25% (10)	5% (2)	30% (12)	20% (8)	10% (4)	40
Relationship to protege's organization							
External Mentors	15% (5)	21% (7)	9% (3)	32% (11)	18% (6)	6% (2)	34
Internal Mentors	2% (1)	22% (12)	13% (7)	25% (14)	20% (11)	16% (9)	55
Types of Mentors							
Friends	10% (2)	25% (5)	15% (3)	35% (7)	15% (3)	0	20
Relatives	8% (1)	25% (3)	17% (2)	33% (4)	17% (2)	0	12
Immediate Supervisors	5% (1)	0	19% (4)	33% (7)	19% (4)	24% (5)	21
Peer	0	22% (2)	11% (1)	33% (3)	33% (3)	0	9
Teacher	12% (2)	12% (2)	24% (4)	18% (3)	6% (1)	29% (5)	17
Division Head	10% (1)	0	30% (3)	10% (1)	10% (1)	40% (4)	10
Relationship Rating							
Importance of relationship	4.0	4.1	3.5	3.5	4.1	4.55	
Protege Success							
Success Ratio (number of years in work force/ number of upward moves)	.33	.33	.30	.34	.27	.40	

FIGURE 1

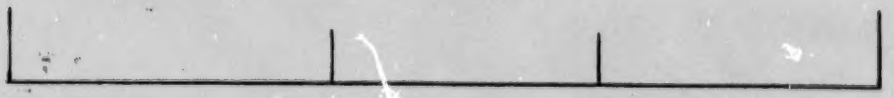
PATRON SYSTEM CONTINUUM

PASSIVE, INDENTIFICATION RELATIONSHIP

ROLE MODEL

Parental
Complementary
More power, control, status

INTERACTIVE, HELPING RELATIONSHIPS



MENTOR SPONSOR GUIDE

Peer
Symmetrical
Less power, control, status

PEER PAL

NOT EFFECTIVE IN HELPING A PERSON GAIN POSITIONS

ADVISORY/SUPPORT ROLES WHICH CAN HELP INDIVIDUALS WITH JOB ENTRY AND UPWARD MOBILITY

Based upon the following source: Shapiro, E. C., Haseltine, F. P., and Rose, M. P. Moving Up: Role Models, Mentors, and the Patron System. Sloan Management Review, 1978, 19, 51-58.

FIGURE 2

MENTOR STUDIES

DEFINITION OF MENTOR/MENTORING	AUTHOR/DATE	SOURCE	NUMBER	SEX	SELECTION CRITERIA	RESEARCH DESIGN	FINDING
	*Dalton, Thompson, & Price 1977	Business exec. from 13 institutions	550	Not specified	High & low rated performers (no rating scale given)	Retrospective interview	Four stages in a professional career: (1)apprentice (2)colleague (3)mentor (4)sponsor
Mentor-a teacher, guide, sponsor, role model, and, in particular, a transitional figure who fosters a young man's dev., particularly in his career.	Levinson, et al. 1978	1969-1970, 10 men between ages 35-45 yrs. in four job categories	40	M	Men who fit into 4 job classifications: (1)hourly workers (2)business executives (3)biologists (4)novelists	5-10 biographical interviews for 10-20 hrs. with each individual over several months; follow up surveys with most 2 yrs. later; wives also interviewed	Mentoring relationship more exception than rule; most mentoring relationships end in conflict
(Implied definition) Mentor-a person who sponsors one below him/her, helping the less experienced one to develop in his/her career	Collins & Scott 1979	Top executives with Jewel Tea Co.	3	M	Executives from same company	Retrospective interview	Each one had a mentor.
Mentor-person who took an interest in one's career, provided guidance and sponsorship.	Roche 1979	Top business executives listed in "Who's News" of Wall Street Journal in 1977.	1250	M-1240 F-10	Of the 4,004 executives, 1250 (31%) returned the questionaire	Retrospective questionaire	2/3 had mentors; 1/3 had more than one mentor; mentors usually first supervisor; respondents did not consider mentor important ingredient to success
Not specified	Moore 1982	College administrators from 82 Pennsylvania institutions in 1979.	Not specified	M/F	Not specified	Questionaire	1/4 to 1/3 had mentors
Mentoring-a form of adult socialization for professional-centered relationships between a more experienced & powerful person who guides, advises, and assists the career of a less experienced, upwardly mobile protege.	Moore & Salimbene 1982	Top administrators from Moore's study	35	M/F	Non-random selection of those who responded to Moore study and stated they had a "significant" mentoring relationship	Retrospective interview	Mentor usually supervisor in first administrative position; protege "chosen" because contributed something important to organization. Mentor assists protege in 2 main areas: (1)developing contacts (2)developing competence

* Source: Speizer, J. Role Models, Mentors, and Sponsors: The Elusive Concepts. Signs, 1981, 6, 692-712.

INTERVIEW GUIDE

MENTOR INTERVIEWS

PART I IDENTIFICATION

1. Identify persons who have had the greatest influence on your career-people who acted as:
guides, sponsors, advocates, or teachers for your career

2. How many of the people you have just identified fit in the following catagories:

teacher professor friend relative immediate supervisor

department or division head president or CEO

PART II CAREER HISTORY (demographics on mentor or influential person)

Mentor or influential person #_____ (continue to fill out until the interviewer reaches the current relationship with any mentors)

his/her age_____
sex_____
internal or external to the organization the respondent was in at the time_____

level of this person in his/her own organization_____

profession of influential person_____

how long did this relationship last_____Has the relationship changed and if so , how_____

What things did he/she do to help you in your career:

networking behavior

How important was this relationship to your career from 5 (extrememly significant) to 1 (not at all significant)_____

How dependent were you for information about your job or career decisions on this person? (rate from 5-1). Did you frequently go beyond this persons for information?

How resourceful was your mentor in seeking additional information?

PART III COMMUNICATION RELATIONSHIP (critical incidents)

(the interviewer will tell the respondent that this part will focus on communication behaviors between the two individuals)

Identify examples of the most satisfying exchanges you had with this person:

Identify examples of the least satisfying exchanges you had with this person:

(guides or probes: between you and this influencial person, how often did you communicate, at what level, i.e. up to down or down to up or equal, etc., was it a "teaching" situation or exchanging of critical information)

PART IV RESPONDENT DEMOGRAPHICS

age_____

education_____

position_____

length of employment (or total years worked)_____

length of time in present position_____

job history: how many changes have you had (within and external to this organization)

dates positions

current managerial responsibility:

nonmanagement, supervisor (first line), middle management (manager supervisors

top management (manages managers or executives)

salary range: (15-18, 18-20, 20-25, 25-30, 30-40, over 40)

(success is determined by: no. of promotions in 5 years, salary range,

bonuses:

community recognition

honors

national offices

publications